







EDUCATIONAL SUPPLEMENT  
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

## A ROUND WITH MALICE

No development in 1987 has been more creative than the appointment of the Secretary of the Royal and Ancient Golf Club to the Secretary of State's Task Group on Assessment. A copy of his report which may or may not form part of the document Mr Kenneth Baker intends to publish in the New Year, has arrived in this office, wrapped round a golf ball and driven through a window in the editor's office. Here it is.

Let us define the problem. There is to be a National Curriculum. And there are to be national tests at 7 or 8, 11, 14 and (in some cases) 16. Ministers have talked of benchmarks and standards; but how can all children be measured against the same benchmarks when the normal range of ability means that half the population will find the benchmark standard too easy, and half will find it too difficult?

These are familiar questions for the golf administrator. At the 19th hole, we speak of little else. It has been one of the glories of the game that players of very different ability can play together on reasonable terms - something which would be quite impossible at, say, tennis or snooker. Why? Because of the handicapping system.

This is what must now be set up for education. The pupils' earliest years would be devoted to kindergarten and infant school activities leading to the first national assessments at 7 or 8 when each would have to apply for a Handicap. This would be awarded by local Handicapping Com-



mittees, using tests specially devised by the Royal and Ancient, who might choose to sub-contract this task to Moray House in Edinburgh, or even the National Foundation for Educational Research somewhere in the south.

To get a handicap a child would have to muster the basic tools (or clubs as we call them) of learning. Not every pupil would be successful at the first go, but few would need more than two tries.

A child would emerge with a handicap which might be anything from scratch to 28. This would enable him or her to compete on level terms in the Medial Competitions (or tests) which the Secretary of State intends to institute at 11 and 14. Given a suitable handicap each pupil should stand the same chance of excelling as someone whose natural ability was greater or less. No longer would the same people win all the prizes.

giving a fully satisfactory answer gets the par mark, but reversing the normal golfing practice, bonus points would be given for answers of special merit (one for a birdie, another for a hole-in-one). For answers which fall short of fully satisfactory but still deserve a positive mark, partial bonus (one for a bogey, two for a double bogey) would be awarded. Each entrant's handi- cap would be added to the gross number of points to get the final net score.

Professor Prais would be happy to step in smartly to fill the breach, but so far the members of the working group have been singularly reluctant to jump to judgement. Perhaps Mr Duncan Graham, their new chairman, can galvanize them more successfully than Professor Blin-Stoyle (who must be enormously glad to be shot of this responsibility), but the gap between them and Professor Prais is very wide indeed. If the group could be persuaded to set out a basic syllabus it would certainly not be confined to elementary arithmetic.

Mr Baker has made no secret of his disappointment and urged the group to tackle with urgency the questions of age-related attainment targets and a frame of reference by which to measure progress. He seems to share Professor Prais's distrust of calculators and refers to the need to determine the balance between "open-ended problem solving... and more traditional pencil and paper practice of skills and techniques".

Mr Baker must have been relieved to have had a mainly positive response from the science working group (held up to the maths group as a model) and it is understood the task group on assessment and testing has produced a helpful document which will soon be passing across his desk. But what is now happening over maths is likely to happen in other curriculum areas when what Mr Baker wants to hear is sharply at odds

used to revise their individual handicaps - up or down - which would go forward with them to secondary school. An important consequence of the handicapping system would be to enable pupils to compete against themselves. Getting your handicap down would be a measure of progress. Having it increased would be evidence of deterioration.

It would also be important to grade schools according to the difficulty of their circumstances, in the same way that golf courses are assessed according to their length and other characteristics, in order to give each its own 'standard scratch score'.

Each school would have to be similarly graded according to an assessment of social factors relevant to pupil performance, on a scale running from 1 (for the most advantageous) to 10 (for the most difficult). A combination of the standard scratch grading, and the net performances of the pupils (after allowing for handicap) would provide an index of the schools' efficiency - or value added or lost.

Some will suggest that each pupil should be handicapped for each subject or area of experience. But given the intention to introduce a broad and balanced, 11-subject, curriculum this is not necessary. A pupil must be allowed to compensate by success in one subject for weakness in another. After all, we are all familiar with players who are inclined to be wayward off the tee, but who make up for it by skill on the putting green.



The handicap figure will become particularly useful for selection purposes. Minimum entry and polytechnic entrance requirements, he expressed in terms of a handicap number linked to particular A levels or forms of experience.

Some will object to the simplicity of the idea and fear undesirable consequences, in that it would force many people to go through high handicap players. But what, after all, is wrong with this? You've got to do something to teach people their limitations or they'll fall over the side of the Open Championships.

And anyway, is it not a bit late to complain about national testing will result in official grading, that students and young adults will carry this with them wherever they go? Is not that the ideal of the golfing circles we are more robust about these things. We know that you cannot have a combination of success without, per contra,

If golf is my guide, the true benefit will accrue in motivation and commitment, as in the well-known case of the high handicap golfer whose partner collapsed and died on the 10th hole. When he got to the club house, the body of his friend on his shoulders, he was praised by the Secretary for his devotion in carrying the body the way back. 'Aye,' said the man 'it was bad but the worst part was putting him down and picking him up again, every time I played on the back nine.' 99

## IN BRIEF

### Students get 4 per cent rise

Student grants will be increased by four per cent in 1988 in line with the Government's inflation rate forecast of 3.75 per cent. The rise coincides with the Government's published response to the Education, Science and Arts Committee's report on grants. It says the Government is considering a part-time system for students, increases in student numbers are making a larger call on public funds than it is reasonable to expect the taxpayer to meet, says the document.

### Fewer teachers

The latest education statistics show there were 3,100 fewer teachers in 1986/87 than in the previous year. A total of 468,000 teachers and lecturers were employed as compared with 471,000 previously.

There was an improvement in pupil/teacher ratios in the secondary sector from 15.1 in 1983/84 to 15.2 last year. The ratio in primary schools remained at 22.1.

*Education Statistics for the United Kingdom, 1987* edition, is available from HMSO Publications Centre, PO Box 276, London SW8 5DT, price £7.95.

### Support grants

Education support grants of £115.5m for English local education authorities were announced by Mr Kenneth Baker last week. About £10m will be devoted to information technology projects. Over £40m will be provided to pay for midday supervision.

An additional £10m has been allocated for the OCSE on top of the £25m already awarded. The grants are 10 per cent of approved projects and will be funded the rest from the central government.

### AS recognition

Universities have agreed to recognize AS levels through "examination rather than conversion". Sir Peter Swinerton-Dyer, Universities Grants Council chairman, said last week. In a speech to the Society for Research in Higher Education conference, he said the argument that broader sixth-form studies would lead to a four-year degree was "unconvincing". The four-year degree was inconceivable because universities do not have the money to pay for it.

### Smoked out

Senior pupils at a Lancashire public school have been expelled for running an extortion racket. Two sixth-formers, at Rossall School, Fleetwood, were ordered to leave within six hours of younger boys reporting them. The 18-year-olds had been forcing younger pupils to buy them cigarettes.

### Capital increase

Mr Kenneth Baker has announced a 24 per cent increase in allocations to local education authorities for capital spending on buildings and equipment for schools and colleges. The allocation for 1988/89 totals £369 million.

### Sporting gesture

Over 750,000 pupils from 3,000 schools ran a 100m race organized by Sport Aid '88. The £500,000 raised by the Third World charity is earmarked for children in Africa and Latin America.

### Select criticism

Mr Timothy Ralston MP is to chair the House of Commons Education, Science and Arts Select Committee. A former Overseas Administrator, Ralston is known to be critical of parts of the Education Reform Bill, particularly the proposal to allow schools to opt out of local authority control.

### Spending error

North Tyneside spends £55.60p per pupil on books and equipment for secondary school pupils - not £14.90p as stated in the latest statistics from the Chartered Institute of Public Finance and Accountancy and reported on December 4.

## NEWS

### Welsh defender behind bars

Ms Lya Mererid, the Welsh language activist, is spending Christmas behind bars because she refuses to pay a fine for spraying slogans on a public building last year. She comes from a family that may be unique in its linguistic diversity, writes Brian Morgan.

Ms Mererid offered herself for arrest, along with fellow protesters who had sprayed slogans on the walls of the Welsh Joint Education Committee in Cardiff in their campaign for a Welsh language development agency.

Her two children, Anna, aged three, and Gwenno, six, will be looked after by her husband, Tim Saunders, who fully supports her bid to protect the Welsh language. He himself is fluent in Cornish - a language which he discovered at the age of seven when his family moved to Cornwall.

As Ms Mererid speaks Welsh to the children and both parents speak Cornish to each other, their family is somewhat unusual. The children converse in Welsh, the language of the two schools they attend. They also speak English naturally, because - as Mr Saunders explained - it is simply all round them.

Mr Saunders was born in Newcastle upon Tyne in 1952 to a clerk father and teacher mother of Irish origin. The home was filled with languages: Greek, Latin, Hebrew, French and Gaelic. Now he lives in the ethnically-mixed riverside community in Cardiff where such languages as Gujarati, Urdu, Greek, Italian, Chinese as well as English and Welsh and his own children's Cornish can be heard as he walks the children to school.



## Teachers who strike face threat to pensions

by Jeremy Sutcliffe

The Government is to penalize teachers who go on strike by altering their pension rights. As a result, a teacher who earns £12,000 a year, and who goes on strike for one day, will have to pay a minimum £154.50 to protect his or her pension.

Under the change, announced at the weekend by Mr Kenneth Baker, teachers who strike will only be able to make up missing pension contributions if they make back payments of at least 30 days.

At present, a teacher's pension is made up by employee's and employer's contributions, which amount to 15.45 per cent of his or her salary. For a teacher who earns £12,000 a month, that means £1,545.50.

Because the changes apply to short bursts of strike action, as well as prolonged strikes, they throw into doubt any future rounds of rolling govt. strikes, which have been favoured by the teachers' two largest unions in recent years.

At present, striking teachers can immediately protect their pensions by paying the employers' and employees' contributions for the days they are on strike.

Teachers who are absent for reasons not connected with trade disputes will not be affected by the changes. The changes are subject to one month's contributions, including the Christmas period. The Education Secretary expects the new regulations to come into force next April.

The changes are labelled "vindictive" this week by Mr Fred Jarvis, general secretary of the National Union of Teachers.

Mr Peter Dawson, general secretary of the non-striking Professional Association of Teachers, also condemned the decision as "unreasonable and punitive".

"This is the season of goodwill and I would have thought it is not the time for the Secretary of State to start clobbering teachers in this way. It could well make matters worse," he said.

## Baker sets condition on grants to two l.e.a.s

by Bert Lodge

Two local education authorities have been placed "on probation" by Mr Kenneth Baker, the Education Secretary, for failing to respond adequately to the new system of funding in-service training.

When he announced an extra £7 million to add to the £200 million allocated for 1988/89 on which grant is available, Mr Baker said this week that Haringey and Liverpool's share was conditional.

"They have not made satisfactory progress over the last year with their arrangements. I am making their grant partly conditional - on their implementing the improvements they claim they will be making."

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## COMMENT

### MARKING TIME ON MATHS

Some will see the débâcle by the Mathematics Working Group (page 6) as Mr Kenneth Baker's come-uppance for setting a disparate group of more and less expert professionals on impossible task in double-quick time. Mathematics was thought to be one of the easiest subjects for the architects of the national curriculum. After all, people said, the Cockcroft committee did all the ground work. In *Mathematics Counts*, Sir Wilfred and his colleagues set down their "bottom-up" approach which achieved a high degree of acceptance among maths teachers and advisors and HM Inspectors.

Why did Professor Roger Blin-Stoyle's group find their task so difficult? For two main reasons: their heart, clearly, wasn't in the task; and they insisted in ranging at length over the whole topic of maths teaching, rather than focus on attainment targets and programmes of study.

Professor Sir Prais, on the other hand, in his *Note of Dissent* makes many of the noises which Mr Baker would like to have heard. It has all along been his contention that the bottom 40 per cent of English/Welsh pupils underperform to a marked degree by comparison with the Germans, and that this flows directly from the failure to specify a narrower, more clearly defined, content of study. He argues for "numeracy", which he interprets as basic arithmetic. An example he quotes concerns the division of fractions which the Germans expect from their "secondary modern" pupils: here these tasks are "thought inappropriate" for the bottom 40 per cent, and do not appear on the Cockcroft foundation list.

The scope for argument is endless, but if Mr Baker is to have his programmes of study, someone will have to draw the line. No doubt



## NO COMMENT

"Appointment of Chief Executive. Above all, we need to have the sort of qualities which the Executive should have. You will have to be a good enough."

From current job opportunities with the City Council.











## SCHOOL TO WORK

## Smaller MSC distributes largess

Despite the Government's drastic pruning of its activities, the Manpower Services Commission is to remain the nation's big spender. Its budget for next year totals nearly £3 billion.

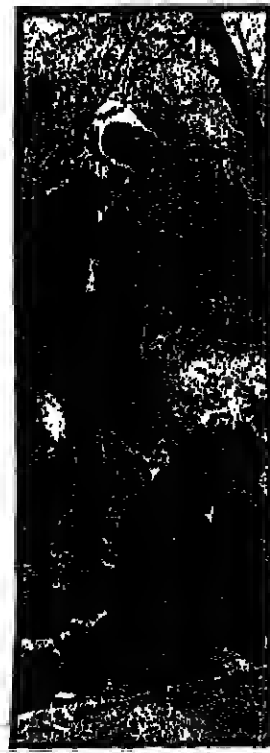
The MSC corporate plan published this week, the last before its name is changed to the National Training Commission to reflect its reduced role, indicates that the agency is losing nearly half its staff. They work in the employment services, once the MSC's prime function, which are being returned to the Department of Employment.

But although the employment services, which include the Job Centres, have many junior staff, they cost far less to run than the MSC's training activities. Between them, the Youth Training Scheme and the Community Programme (to be absorbed into the new multi-training programme) account for two-thirds of last year's total budgeted expenditure of £3,032 million.

Next year's estimated spending is down to £2,950 million, but is planned to rise again to well above £3 billion in 1989/90 and to continue to climb in the following two years. Staffing is to drop from the old level of just under 34,000 to 12,000 by next spring, with a further small reduction in the following year.

Reflecting the reduction in the scope of the Commission's responsibilities, the plan makes little attempt to set out a strategy for combating unemployment. It states that the Commission's role over the five years the plan covers will be to help improve the country's competitiveness and support employment growth by fostering the development of a better-trained and more adaptable workforce.

The Commission says that the New Training Initiative objectives - apprenticeship and occupational training



Estimated MSC expenditure at cash prices					
	1986/87	1987/88	1988/89	1989/90	1990/91
Youth Training Scheme	940.2	1,115.6	1,227.7	1,233.7	1,254.5
Community Industry Scheme	25.0	25.6	27.3	28.0	28.7
Adult & Occupational Training	317.1	409.6	541.9	666.6	669.7
Community Programme	1,068.0	1,071.0	1,174.1	1,205.4	1,235.6
Voluntary Projects Programme	14.5	12.9	12.7	13.0	13.3
Employment Rehabilitation	16.9	25.4	23.4	23.4	25.4
Non Advanced Further Education	112.7	115.4	118.3	121.2	124.2
Technical & Vocational Education Initiative	72.0	80.4	83.6	109.5	112.2
STEPS	5.0				
General employment services	120.3				
Restart	45.9				
Staggered employment	83.2				
Enterprise Allowance Scheme	160.3				
Geographical Mobility	3.4				
Other employment services	16.9				
Professional and Executive Recruitment	0.6				
<b>TOTAL PROGRAMMES</b>	<b>2,988.1</b>	<b>2,916.6</b>	<b>3,206.2</b>	<b>3,280.0</b>	<b>3,372.2</b>
Skills Training Agency	-4.7	-5.9	-6.2	-5.4	-5.5
Support Services	39.0	39.7	39.6	39.4	40.4
<b>TOTAL MSC</b>	<b>3,022.4</b>	<b>2,980.4</b>	<b>3,242.6</b>	<b>3,324.0</b>	<b>3,407.1</b>

These services were transferred to the Department of Employment in Autumn 1987.

ing reform; full-time education or training at work experience for all up to 18; and the opening up of training opportunities to adults - will go on being the centre of its vocational education and training strategy.

And it is in pursuit of the NTI objectives that the Commission feels it has a growing part to play in the schools system.

It defines as one of its priorities for the next five years helping to develop more relevant and practical curricula and teaching approaches which have

industry's confidence "through the Technical and Vocational Education Initiative and in the light of the requirements of the proposed national curriculum".

Among its other priorities are helping:

- to set up a coherent national framework of standards-based vocational qualifications; and
- in the development of a coherent vocational education and training structure so that all young people can

get a recognized qualification for employment.

It also aims to:

- encourage "employers and individuals" to invest in training;
- help industry and individuals to make the best use of vocational education and training provision;
- continue to improve the responsiveness of vocational education and training to local and national needs; and
- identify and help industry to meet key skill requirements and reduce skill shortages.

## But industry keeps its wallet closed

The Government's confident belief that the universities can look to businessmen for a significant part of their funding was put sharply into perspective last week.

Ms Daphne Park, the former principal of Somerville College, pointed out to an audience of senior industrialists that they had provided only £2 million out of the £30 million that Oxford lost from non-government sources last year.

Ms Park, who is delivering the 89th lecture at the Royal Society of Arts, turned the screw by reporting that, even at this figure, Oxford was said to be getting five times as much as the average university.

Ms Park said she hoped that this would change. "I know that industry feels, with some justice perhaps, that it is being asked to pay for basic research, which ought to be paid for by the Government. Unfortunately... it is only too likely that if industry does not pay for some of the research effort in the universities, it will get no support at all, and industry will be the first to suffer."

There was a very real difference, she said, between delivering a product to suit the needs of the market and working out a programme of teaching and research to last for at least 20 years.

The real question was how industry was to prosper and how the education essential for that prosperity was to be enabled to survive and flourish.

Edited by Mark Jackson

## NEWS FOCUS

## Winter breaks that no one wants

## SPORTS INJURIES

Too many pupils return from skiing trips on crutches and part of the blame is being laid at their teachers' chalet door. Jane Last reports

Many of the 100,000-plus children who go skiing with their schools each year are supervised by teachers who are not qualified for such work.

And, perhaps unsurprisingly, 98 per cent of injuries to pupils are sustained not during ski school lessons but while they are "free skiing" with their teachers.

The English Ski Council has recently developed a Ski Course Organizers Scheme to help close the gap between the responsible teacher and the instructor, but it was fiercely criticized at a conference on the problems of safety in school skiing earlier this month, because it leads to no qualification.

"It is not worth the paper it is written on," said Mr Martin Styles, outdoor activities adviser for Kent, "unless it includes a formal appraisal of the teacher's abilities. It is merely an attendance certificate."

Whether teachers should be qualified to supervise skiing is a contentious issue. There is little support for the view that they should, but cannot go skiing with them. All children have four hours' tuition at ski school. There is no "free skiing".

"We are dealing with a proficient teacher, approved by the head and the L.E.A., who does a week's course and

Plum Travel, believed that children should only ski with an instructor in formal lessons and have no "free skiing" time at all. Others encourage teachers to ski with the children and supervise practice sessions.

What looks so very beautiful is among the most hostile environments on earth," said Mr John Sheddin, director of coaching to the English Ski Council. "You forget you are moving to the edges of outer space, and forget the protection necessary."

"The Ski Course Organizer Scheme raises the awareness of our responsibilities to secure the greater safety of our children, enabling them to enjoy and appreciate the full splendour of the mountains."

But hundreds of teachers take thousands of children skiing and supervise them on the slopes. The teachers need guidance to do that; they don't need qualifications.

The SCC scheme is in two parts. The first aims to "enable teachers to organize schools' ski courses safely, responsibly, and efficiently". It includes seven hours of theory and six hours' practical tuition on a dry ski slope.

The second part consists of six days' practical tuition in a ski resort, with four theory sessions. But it does not lead to a qualification awarded by the English Ski Council.

Mr George Howard, PE adviser for Somerset, said: "In our county we state that unless teachers have a qualification they can take children to the slopes and bring them back, but cannot go skiing with them. All children have four hours' tuition at ski school. There is no 'free skiing'."

"We are dealing with a proficient teacher, approved by the head and the L.E.A., who does a week's course and



could be legitimately allowed to supervise children after lessons. But the ESC should give a qualification certificate as in other sports. Take canoeing - one does a course and gets a qualification."

The Scottish National Ski Council offers a Ski Leader Certificate, which is a teaching qualification aimed at staff who take children skiing at weekends. It is a tough, seven-day continuous assessment course organized by local authorities, often at minimal cost to the teacher, or by the national sports centres. It covers avalanche risks, navigation, ski accident procedures, ski techniques as well as basic teaching, and is only open to teachers who are good skiers.

Mr Stan Palmer, outdoor education adviser for Wolverhampton, was adamant that teachers should not be allowed to supervise skiing unless they had the Scottish qualification.

"Skiing is the most dangerous of all outdoor pursuits and potentially in the most hostile arena," said Mr Palmer. "Normally, conditions are very dangerous. There are 130 accidents per 10,000 skiers."

This meant that skiing was more dangerous than caving, canoeing, sailing and climbing put together. But Mr Palmer added that few people died on the slopes. "Were fatalities higher, our concern would be greater," he said.

Emphasizing the comparative safety of ski schools, he said that only 3 out of 4,500 children at a Bulgarian resort suffered fractures during formal lessons. But 40 of them had been injured while skiing with their teachers. "These were the same children. In the same conditions, on the same slopes," he said. "The only difference was the leadership."

Alcohol was another concern. "In Austria it is estimated that 25 to 30 per cent of all ski accidents are alcohol-related," Mr Palmer said. "It is claimed that stones we hear on under-age drinking apply to a minority. What is this minority doing following me around the Alps?"

An outdoor pursuits teacher from Manchester accused L.E.A.s such as Wolverhampton of ruining the pleasure of the mountains. "I don't want to package skiing in a little safe container," he said. "It takes all the adventure

out of the lives of children."

Mr Brian Calvert, Cambridgeshire outdoor education officer, pointed out that there were great advantages in experienced teachers leading their own youngsters skiing. "There is tremendous interchange between teacher and pupil."

Mr Dane Oliver, adviser for Hampshire, was concerned about the legal implications. "If L.E.A.s are sued we have to prove our staff are competent. With legal aid, parents have nothing to lose and everything to gain by suing the local authority if their child is injured skiing. So it is even more important that we get our act together."

A teacher from New Zealand suggested a suitable guideline for local authorities deciding on whether teachers should supervise skiing. "Ask yourself what the corner would say - that's not a bad guideline for most people."

Scottish National Ski Council, 18 Ainslie Place, Edinburgh EH3 2JF. English Ski Council, Area Library Building, The Precinct, Halesowen, West Midlands B62 5JL.

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## Baker rejects MPs' appeal for more teachers and funds

by Diane Spencer

The Government has rejected the main recommendations of the Commons' Select Committee report on primary education, Mr Kenneth Baker, the Education Secretary, said last week that many of the report's concerns had already been addressed in the Education Reform Bill now before Parliament.

He resisted appeals for more teachers and funds for primary schools saying that expenditure had risen, in real terms, by 7 per cent between 1978-9 and 1986-7. He also promised to keep the current level of expenditure on under-fives. His comments were contained in a written reply to the Committee's report, which was published 15 months ago.

"I believe that there is much in common between what the Government is seeking to achieve and the overall approach of the Committee towards primary education," Mr Baker



Sir William van Straubenzee, chaired Select Committee

er said. He pointed out that the Bill would deal with the Committee's concerns on the national curriculum, collective worship, financial delegation and admissions.

Mr Baker added that since the Bill

continued specific proposals on the report's recommendations he felt it more appropriate to respond in the form of a memorandum, instead of a command paper.

He rejected outright 11 of the report's recommendations including:

- a change in departmental responsibilities for play groups and day care for children;
- the idea that FMI should approve work schemes for each school;
- any change in the remit of the Council for the Accreditation of Teacher Training (which the report said should be allowed to impose effect of current term of office and be replaced by the Council for National Accreditation and other validating bodies).

Mr Baker said he had the confidence in CATE and he had plans to create a new body to coordinate in-service training at a national level.

## By no means clusters' last stand

by Iola Smith

Powys County Council's policy of grouping small rural primary schools together is proving cost-effective and popular with teachers.

As 58 per cent of the county's primaries employ three teachers or fewer clusters of five to nine schools have been established. Each school maintains its autonomy within the cluster, having its own headteacher and governing body. But working as a group has lessened isolation, and opened up new opportunities for pupils and teachers, according to a £16,000 research project funded by the Welsh Office.

To establish the practical effectiveness of clusters, four (based on the districts of Bullh Wells, Crickhowell, Kniffling and Gwernhyd) were selected.

on two specific issues. Equipment purchasing was a task assigned to the Crickhowell and Kniffling group. Both were given £2,000 and they chose to spend the money on science resources, musical instruments and art equipment which could be used by all schools in the cluster. The research report applauds their approach. "For although the acquisition of equipment was beneficial, the by-products of staff discussion and in-service training were equally valuable."

This exercise also suggested that clustering can be economically viable, because schools can share equipment and small school staffs. Computer software packages, Bullh and Gwernhyd assessed the

benefits of employing supply teachers on a cluster basis. The £2,000 was each granted enabled schools to employ a supply teacher to cover the Bullh group to release teachers for in-service courses and for the urban schools in a neighbouring group. Gwernhyd used the money to introduce specialist help in drama and computing through a supply teacher in this way.

The study also reports that support for clusters is growing. Copies of the report are available from Powys County Council, Llandudno, Spa Road, Llandudno, Powys LL50 2JL.

## How to win friends and influence people

Some teaching unions are feeling the need for public relations advice. Francis Beckett finds out why

Trade unions have become image-conscious. Declining membership, declining industrial power, and the threat of a government which does not respect their views have forced a radical rethink of their collective attitudes towards the communications industry.

The two TUC-affiliated teaching unions, the National Union of Teachers and the National Association of Schoolmasters and Union of Women Teachers need friends and influence badly. Both have lost members. Yet the NUT's appointment of a public relations consultancy and the NASWT's use of opinion research are not what they seem.

Other trade unions are building up public relations from a low base. They are hiring their first professional public relations staff or they are retaining PR consultants (and, through inexperience, often falling into the hands of the least reputable practitioners). But the NUT has for years been admired, in education and in trade union circles, for the professionalism of its communications.

Today the department which built that reputation, the press and external relations department, is being trimmed under the leadership of the man who did more than anyone else to build it - general secretary Fred Jarvis. Its communications professionals have been almost all gone and education journalists are not getting the service they are used to.

Mr Jarvis is sensitive to any suggestion that hiring consultants is related to the decline of the department. All Philip Gould Associates have been asked to do is opinion research on aspects of the Education Bill. "We know Kenneth Baker is being selective in his use of opinion polls. We want to

know the truth," he says. The NUT is considering other consultancies on a long-term basis.

Industrial action and the decision to stop just membership with the National Association of Head Teachers resulted in a 10.8 per cent membership drop between 1985 and 1986. Mr Jarvis refuses to panic, saying the decline is "bottoming out", but this seems an odd time to dismantle the publicity department and put its functions into other departments. And it seems too late to commission opinion research about a Bill already published.

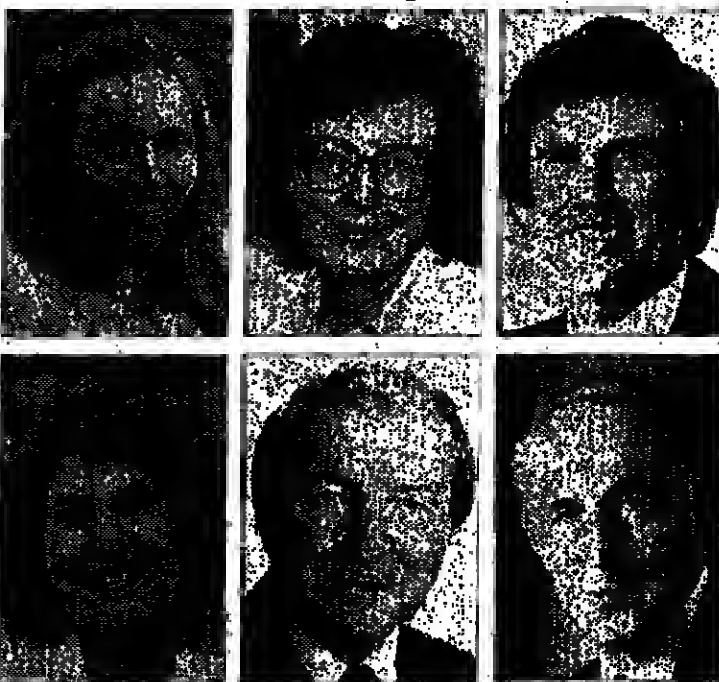
The NUT has not commissioned ordinary "quantitative" research, which tells you that X per cent of the population will vote Tory or can't tell the difference between butter and margarine. It wants in-depth "qualitative" work involving group discussions, which is sophisticated, labour-intensive and expensive. The union will not say how much it costs, but it may well run to five figures.

The NASWT commissioned "qualitative" research from MORI earlier this year when it wanted to know what its members thought of the union. Not surprisingly in a profession with competing unions, its members seem to be satisfied. It might have been more helpful to know what non-members thought.

The NASWT lost members over industrial action too - although not nearly so many. Like Fred Jarvis, deputy general secretary Nigel de Gruchy refuses to panic. "The union and the fairies ran for shelter in the Assistant Masters and Mistresses Association and the Professional Association of Teachers," he says cheerfully. Neither does he feel inclined to make a special effort to get favourable media coverage. There are no plans to bring in communications professionals.

"Trade unions do not get a fair press. Most papers are only interested when we are doing things they do not like. We could improve our image by never taking industrial action, but in that case, our members' pay would be even worse than it is. Public relations people know the media, but they do not know the subject and they do not know the union," he says.

## THE TIMES Looking back



Who are these people - and how did they make the news in 1987? Find out next Thursday in The Times Review of the Year

... and don't forget: The Times will be published on Boxing Day this year, complete with Christmas Quiz and jumbo crossword. Order your copy now

THE TIMES A lion among paper tigers (25p)



## BOOKS

## BOOKS OF THE YEAR

In a year that included an election, a summit, the Baker Bill, hurricanes, wars, disasters and media fascination with spies, royals and soaps, books have provided information, insights and sometimes escape. Here some well-known people describe their reading (and where relevant their children's) in 1987



**Glenys Kinnock**, Chair of One World, wife of the Leader of the Labour Party, teacher of reading to 6 and 7-year-olds  
*Fay Weldon's Letters to Alice* (Michael Joseph/Rainbird) is a wonderful book which I read in one go on a beach in Greece. It's as much a

to Jane Austen. *Close Company*, edited by Christine Parke and Carol Heath (Virago) is a collection of stories about mothers and daughters - a relationship which, as I can personally testify, has its ups and downs. This theme has fascinated women writers and these fine stories reflect all its complexities and joys. I found Barbara Castle's account of the relationship between Sylvia and Christabel Pankhurst (Penguin) fascinating. Admittedly - like Barbara Castle - my preference has always been for Sylvia, whose feminism was a clear expression of her socialism. My personal copy is especially cherished because of the inscription from the author.

Looking at books for children, I enjoyed *Chaplin's Not Chips*, one of a marvellous series called "Nekt Door Books" published by Methuen. The books are illustrated with beautiful colour photographs and admirably match the needs of a multi-racial school. I would imagine that Janet and Allan Ahlberg's *The Jolly Postman* (Heinemann) has been universally admired in every primary school. The possibilities for using the letters and the story are endless. It is not surprising that 5,000 children nominated it as their favourite book.



**Terry Jones**, writer and ex-Monty Python  
*Dirk Gently's Holistic Detective Agency* by Douglas Adams (Heinemann) is a fascinating journey through the apparently inexplicable. J K Galbraith's *A History of Economics Past and Present* (Penguin) is another fascinating journey through the apparently inexplicable. *The Riverside Chaucer* by Larry D Benson (Houghton Mifflin) is the best-ever edition of the Complete Works. The only snag is it's too heavy to read.

**Angela Rumbold**, Minister of State for Education  
My choices are *Oscar Wilde* by Richard Ellmann (Hamish Hamilton) - a superb biography; the fascinating love story of *August and RAB* by Molly Butler (Weidenfeld and Nicolson); *The*

marvellous *Letters to Alice* by Fay Weldon (Michael Joseph/Rainbird).  
**James Berry**, writer  
I'm busy reading "old" books. I never can catch up. You'll be appalled to hear I'm reading volume two of *War and Peace* and I'm enjoying it no end. Some time ago someone gave me a collection of D H Lawrence's essays. *A Selection from Phoenix*, edited by A H Inglis. He's so vital, so original. I love his creativity and his energy. You keep coming across aspects of his personality which are prejudiced or bigoted or small, but other aspects shine through. My third choice is Jonathan Raban's *Arabo* (Collins Harvill). He's a great intellectual and he's got such a fluent style. I like to see people writing about other cultures. But I see that he's going to fall in the trap of assuming a very Eurocentric superiority, a European prototype of everything. This is a culture which doesn't even have its own god. It borrows its gods, and goes on as if Jesus Christ was an Englishman.

**Cyprian**, poet  
*Cyprian Poetry Now* (Hodder and Stoughton) edited by Stewart Brown is one of the best poetry anthologies I've seen that chooses writers working in the Caribbean and here. It includes a range of language and styles and draws from various contemporary experiences. It's very rich.

For children, Angela Huth's *Island of the Children* (Orchard) is a particularly successful collection. On the whole it succeeds in selecting contemporary poetry that really relates to experience in our time. *Chinthe's Web* by E B White (Puffin) is another old book, which I came across only recently. Apart from bringing together a group of animals and their characteristics, it also reflects something of the human variety. It's very well structured and the content is really highlighted in a subtly dramatic way.

**Oliver Latwio**, former adviser to Mrs Thatcher and Conservative candidate for Hackney North  
I read John Colville's *Diaries* (Hodder), a rip-roaring yarn about life at the top. Eric Newby's *Traveller's Tales* (Pleasor), a charming collection of anecdotes that you can't put down, and *The Tannistree* (Virago). Dora Russell's autobiography. A poignant tale of what can go wrong.

Research by Sarah Jane Evans

**Edward Bilshen**, writer  
Richard Ellmann's *Oscar Wilde* (Hamish Hamilton) is a great biography that makes one delight afresh in that brave and attractive man and grieve afresh for his destruction. *Amidst the Savannah* by Chinua Achebe (Heine-

mann) is a very good novel by any standard, from the most passionately sensible of African realism and folk tale, to apparent in *Coast of Bohemia* by Zdena Tomlin (Hutchinson), a story of what it's like to be a dissident in Prague. It's somehow brilliant and invigorating and deeply and at one and the same time.

**Fred Jarvis**, NUT General Secretary  
What with the battles over negotiating rights and now the monstrosities of Baker's Education Reform Bill, and reviewing Nuclear Energy for the TUC, it has not been a year for much pleasurable reading.

**Shirley Hughes**, writer and illustrator  
At least one of my books has to be about painting so I would choose *Turner and the Sublime* (British Museum), a stunning catalogue of seldom reproduced Turners with an accompanying text by Andrew Wilton which illuminates them against a background of the philosophy and literature of the time; scholarly yet highly readable. If possible I would like my Dickens novel, *Our Mutual Friend*, to be in the old Chapman and Hall edition with the spare, sombre, engraved illustrations by J Mahoney who for my money gets far closer to the black undertone of the story than the sometimes over-detailed interpretations by Phe which so often accompany this author's work. From contemporary fiction I would choose *The Virgin in the Garden* by A S Byatt (Penguin); dense with imagery both lyrical and disturbing, dead accurate about feelings, clever and so well written that not a phrase can be missed.

For children, two widely different collections of verse. The first is Colin McNaughton's *There's An Awful Lot of Weeds in Our Neighbourhood* (Walker Books), in which he matches the vitality of his draughtsmanship with some unpatronizing stuff, cunningly patched, just right to tickle a youngish school child's funny bones. The second book is a reprint of James Reeves' *Complete Poems for Children* (Heinemann), which can be read over and over again and lodged firmly in the imagination. The lovely line drawings by his old friend Edward Ardizzone are also memorable; the happiest possible combination of words and images.

**David Attenborough**, broadcaster and naturalist  
This might seem like cheating, but I read Anthony Powell's *Dance to the Music of Time* (Fontana) in an American edition of four volumes. I had in spend four weeks in America, taking an aeroplane journey every day, and this was an absolutely marvellous continuous read. The portraits are a perfection. *A History of the British Countryside* by Oliver Rackham (Dent) is a revelation about the ways in which human beings have modified the English countryside and about how much you can deduce by looking at such things as place names and map outlines. Australia has always fascinated me. I have been reading about the explorers of the landscape, and it's as exciting as anything Africa could produce. *A Faint Shore* by Robert Hughes (Collins) sets the exploration into its social context in a very vivid way. It's remarkable to think that this is what English people were doing only two hundred years ago.

**Naomi Mitchison**, writer  
*Behind the Wall*, by Colin Thuermer (Heinemann) is a journey through China, which successfully conveys extremes of beauty, total squalor and how ordinary Chinese people are reacting now to thousands of years of art and violent change.

**Eric Bolton**, Senior Chief HMT  
At the time I really thought that Robertson Davies's *Wm's Bed in the Bane* (Penguin) should have won the Booker. It's deceptively simple - a good story dealing with very deep, fascinating issues. *The American Poetry* is a very intelligent, coherent collection. It has a super, lucid introductory essay by the editor (Helen Bender). *More Die of Heartbreak* (Secker and Warburg) is a typical Belinf - pretty acerbic, no time for fashion or fools. It also has a serious critique, focusing on our preoccupations.



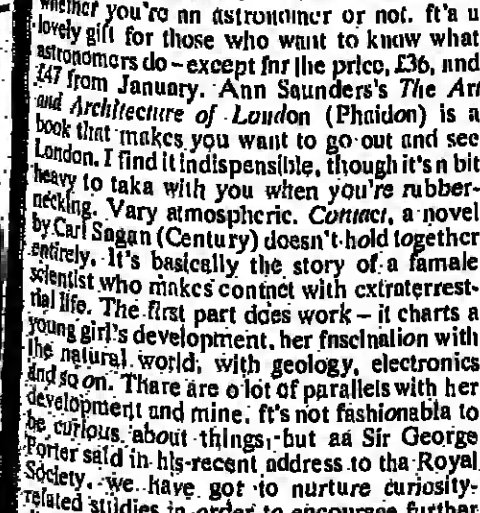
**Adrian Mitchell**, poet, playwright and writer for adults and children  
I enjoyed *The Hummingbird* by Tom Phillips (Thames and Hudson); it's a wonderful very good for dipping into. He's a poet who's taken in Victorian novel and painted each page, leaving a few words visible to make small poems. It's beautiful and funny. I love mountains, but I get very glib hit by it when I was 33. *David Copperfield* (Secker and Warburg) is a book about climbing and a marvellous imaginative writing. Three volumes of Mayukovsky's selected poems and English from a Russian publisher (Penguin Press) is very good value at £5.95. I love Mayukovsky, and I have all three volumes available.

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**Anne Soler**, member of the SDP National Committee  
*The Colour of Blood* by Brian Moore (Cape) is a political thriller which combines my favourite form of escape with my normal daily life. He's one of the best writers around. Barbara Vine's *Yield* (Jonathan Cape) was a very good story with an evil atmosphere. A lot of writers try to create this sort of thing, but she brings it off. *Cities and the Wealth of Nations* by Jane Jacobs (Penguin) is a completely original explanation of what makes cities work. It's a subject which is obviously in one's mind at the moment.

**Naomi Mitchison**, writer  
*Behind the Wall*, by Colin Thuermer (Heinemann) is a journey through China, which successfully conveys extremes of beauty, total squalor and how ordinary Chinese people are reacting now to thousands of years of art and violent change.

**Thomas Kenally's The Playmaker** (Hodder and Stoughton) is a most successful game of turning small bits of historical evidence from Australia in the convict years into a story full of real people, contacts across cultures, colours and levels of education, held together briefly in a common purpose. I happened to have involved myself in writing a story set in the eighth century AD and was struggling to see where and how people lived when Rosamund McKitterick's *Frankish Kingdoms under the Carolingians* (Longman) came my way. All my problems were solved and I could see Europe beginning to turn itself.



**Dame Mary Warnock**, Mistress of Girton College, Cambridge  
Rather surprisingly, as I'm not an Anthony Burgess fan, I enjoyed his autobiography, *Little Wilson, Big Girl* (Hutchinson). It's brilliantly written and very funny. Richard Ellmann's *Oscar Wilde* (Hamish Hamilton) seems to me to be the ideal biography. I can't imagine it having been better done. *Gilbert Murray* by Duncan Wilson (OUP, January 1988) is a gentle, funny book, interesting for anyone, whether they are classicists or not. I read it in proof because my brother wrote it.

**Charles Powling**, author, broadcaster and lecturer  
My best read in 1987? No doubt about it - *Do Lord Remember Me* by Julius Lester (Dent). This miracle of resonance and compression describes the last day alive of an elderly preacher... and sums up a century and a half of black experience in America. It eclipsed even my annual re-reading of Raymond Chandler's *The Long Goodbye* (Penguin). Sometimes mistaken for a crime novel, this meditation on the maintenance of personal integrity in a corrupt and greedy society seemed more relevant than ever. I can't think why.

**Peter Smith**, joint general secretary of AMMA from January 1  
The history of the American Indian nations has always fascinated me, and *The Shoshonis*, by Virginia Cole Trenholm and Maudie Carley (University of Oklahoma Press) absorbingly documents another tragic chapter in their contact with the white men who in the name of God or profit or both destroyed their complex civilization. Alec Guinness's *Blessings in Disguise* (Hamish Hamilton/Fontana) is a gentle, witty autobiography by one of my favourite actors, which reveals him to be as elusive in the end as many of his finest performances. *Talking To Strange Men* by Ruth Rendell (Hutchinson) is a disturbing and compelling novel about the darker human compulsions, brilliantly constructed and impossible to put down.

**Valerie Bragg**, Principal (from January 1) of the first City Technology College, Kingshurst  
I enjoyed *Vintage Thurber*, vol 2 (Penguin), because I find James Thurber witty and amusing - and I also find him useful for assemblies. Alan Robertson's *The Insider's Guide to Antique Furniture* (Unwin Hyman) because I collect antique furniture, and china and glass. And it's an absolute mine of information, and very well laid out. Yes, *Prime Minister* by Jonathan Lynn and Anthony Jay (eds) (BBC Publications) because it's just so funny. It's also fascinating, and one imagines it's very true to life.

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**Paddy Ashdown**, MP for Yeovil, and Liberal Party Spokesman on Education and Science  
Books of the year? I nominate Peter Wright's *Spycatcher* (Heinemann) or US Viking edition) because I wondered what all the fuss was about and I'm still wondering; Robert Louis Stevenson's *Travels with a Donkey* (Chattr and Windus), because a dear friend told me it was disgraceful I hadn't read it and that it is a wonderful read. He was right and I'm re-reading my Renault 5 *Mindstee*: *The 2024 Report* by Norman Macrae (Sidgwick and Jackson), because it is a seminal book which outlines ideas, many of which will be on the political agenda into the next century. Some of them are already coming true. Read the chapter on Russia.



**Nell Fletcher**, Leader of ILEA  
My first choice has to be two books by Ken Livingstone - I found it impossible to choose between them. The first is *If Voting Changed Anything They'd Abolish It* (Collins) and the second, *Moulding by Political Opinion* (Croom Helm), written with Robert Waller and Sir Geoffrey Finsberg. These are obligatory reading for any politician, with some of the most radical, refreshing and original thinking on the British political scene at the moment. *My first choice has to be two books by Ken Livingstone - I found it impossible to choose between them. The first is If Voting Changed Anything They'd Abolish It* (Collins) and the second, Moulding by Political Opinion (Croom Helm), written with Robert Waller and Sir Geoffrey Finsberg. These are obligatory reading for any politician, with some of the most radical, refreshing and original thinking on the British political scene at the moment.

**Robert Leeson**, writer and critic  
Almost every good idea anyone has ever had for a story is somewhere in *Irish Folk Tales*, edited by Henry Glasse (Penguin). And even they got the ideas from someone else. It was intriguing to get to know *Richard Crompton*, the woman who invented one of the most memorable boy characters ever, in Mary Cadogan's biography (Unwin), and Monika Maron's *Flight of Asher* (Readers International) is a novel which tells more of pre-Glasnost Eastern Europe than a row of reports.

**Charles Causley**, poet  
*Christi Stopped in Eboli* by Carlo Levi (King Penguin) and *If This is a Man* by Primo Levi (Abacus) are two compelling and quietly written masterpieces of this or any other age: the first an account of political exile in Mussolini's pre-war Italy, the second of life and survival in Auschwitz. John Mole's *Boo to a Godse* (Peterloo Poets) is that rarity, an accomplished and wonderfully varied collection of poems for children that works equally well for adults. Not to be missed.



**Susan Hill**, novelist and critic  
I enjoyed *Edwin Mickleburgh's Beyond the Frozen Sea* (Bodley Head), a beautiful and passionate defence of Antarctica, with breathtaking photographs. *The Haw Lantern* by Seamus Heaney (Faber) a profound and moving new collection of our greatest living poet and Laurie Colwin's *Another Marvellous Thing* (Hamish Hamilton), a tender and funny American novel superior to many more shrewd offerings this year.

**For children**, newly commissioned poetry in Angela Huth's *Island of the Children* (Orchard) replaces the same old stuff of most anthologies. Nursery rhyme are brilliantly illustrated by the pop-up genius Robert Crowther in *Pop Goes the Weasel!* (Walker), while the Whitbread prizewinner *A Little Lower Than the Angels* by Geraldine McCaughrean is a masterpiece of lyrical and evocative for older readers.

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## Television

## Acquired taste

"Childhood was born around the end of the 17th century; it's dying round about the end of the 20th century", says psychologist David Lewis (Brass Tacks, BBC2, December 15) was exaggerating the extent to which people in the 18th and 19th centuries actually enjoyed what he would define as "childhood". The difference between most children in the past and today's "trendy toddlers" or "semi-literate sexually provocative pseudo-adults" is that those who were formerly exploited as consumers, and in a capitalist society there can be no happier state, surely, than that.

The kids who took part in the studio discussion were bound, in any case, to forfeit the argument. And they were innocent and naive, they would surely have understood what these solemn grown-ups were talking about. As it was they proved articulate and sensible, instantly condemning themselves as precocious adults. "I hadn't actually realised how much pressure I was under", one of them remarked, slyly undermining the premise of the debate.

What we find most distasteful in young "pseudo-adults" is the way they reflect the values of real adults like ourselves. Their passion for cult figures, their obsession with appearance and style, their abusive language and violent behaviour, their cynicism and their hunger for status and material possessions are acquired characteristics which they acquired from us. They are just a part of society, and not the worst part by any means.

World In Action (ITV, December 14) did make a connection between violence in schools, and the sense of hopelessness induced by growing up in an inner city environment, but then then on the investigation lurches off in two or three different directions.

Aston Manor in Birmingham was cited as an example of a comprehensive where good teaching and discipline were successful in dealing with discipline. The school was founded in 1967 by a group of parents who were disillusioned with the state schools and were told that the possibility of opting-out would intensify the problems of those that remained in the control of their L.E.A.s. In the end, the programme's advice to parents seemed to be to get out of the state system at all costs, if necessary via an appropriate religious conversion.

The state comprehensive got unexpected support from a quite different quarter. The Belvedere Tapes is an enjoyable comedy-thriller (with music comedy than thriller) in which the main character, played by James Bolam and Barbara Flynn, are teachers. They serve under a head whose belief in traditional values extends to wearing a gown and expressing first disapproval when unmarried members of his staff sleep together in the same flat. All this seems us improbable as the plot, involving a mysterious tape-recording about nuclear waste and an armed housebreaker in the corridors of the school hit just the right note. It is not often that television depicts the friendly relationships that actually do exist in some schools, believe it or not, between pupils and staff.

There was also a surprising report on Education Extra (Channel 4, December 14) from Hungary where they are apparently edging away from a centralised education system and encouraging the idea that a national curriculum tends to leave out. It may be, according to one Hungarian expert, that "we are moving closer to each other from opposite directions", but I doubt whether our Secretary of State sees it in those terms.

## Grim battlefield

AIDS Now, Channel 4, January 8, 15, 22, 29, February 5, 12.

Almost a year ago, in March 1987, the BBC and TV mounted simultaneous campaigns to warn their viewers about AIDS. They were faced with difficult decisions. They had, belatedly, to deal with a pressing emergency and to put across delicate and unpleasant facts. They wanted to inform and to create a sense of urgency in a population so far largely untouched by the disease, without arousing hysteria, using a recipe of documentary, humour, discussion, phone-ins and expert opinion, they did what they could and, all things considered, managed rather well.

Of course, this was not the end of the story. Television has returned to the subject from time to time and AIDS Now is a series of six programmes which Channel 4 has commissioned from three different production companies, to assess the state of knowledge about AIDS. They are less concerned with getting the message about AIDS across to no audience of teenagers and young adults, than with appraising the social and political implications of the disease, including the methods by which it might be controlled.

Because the series is made by different production teams, it reflects a variety of different approaches, from conventional documentary to a discussion between a group of people, half of whom were HIV positive, living together for a week in a house in Scotland (February 12). This last programme is produced by Edward Goldwyn, who made a Horizon documentary on racism around a similar group encounter. In this case, the

programme explores the fears, feelings and prejudices of the eight participants, dispels some myths and suggests how to live with the virus whether you are carrying it yourself or sharing a house with a carrier.

However, like "Are You A Risk?", Goldwyn's film also implies how difficult it is to change attitudes, and this is the crucial problem in dealing with AIDS as a public health emergency. "City In Crisis" (January 15) goes to New York where it is estimated that one person in 15 is infected. There are interviews with inmates in Riker's Island jail, with two drug addicts in the Bronx and with an AIDS sufferer who has watched his lover die of the disease. The situation in the United States is later contrasted with that in Africa (February 5). In a film made with the cautious co-operation of governments in Zambia and Uganda where there has been resentment of earlier television treatment of the crisis.

A programme on the threat in this country, especially to homosexuals (January 22) and another on policies for control, from voluntary to coercive (January 29), complete this series of interim reports. AIDS Now surveys a grim battlefield. Cunnily, the virus has chosen to propagate itself through a hostile human drive involving the most intimate of acts: is there any way to contain it without infringement of individual rights? At the moment, the only hope is through persuasion, and television, as our chief medium of information and propaganda, is one of the places where that hope rests. It is not easy, on the whole, to feel optimistic about AIDS.

Robin Buss

The winners of the National Poetry Competition were announced at the Poetry Society last Friday. The first prize of £2,000 went to Ian Duhig for his poem "Nineteen Hundred and Nineteen"; second prize of £1,000 to Michael Donaghy; and the third prize of £500 to Harry Smart. There were fifteen runners-up.

The prizes were presented by Richard Luce, the Minister for the

Arts, who said he was anxious to widen the audience for all kinds of art, not just poetry, but did not say how he intended to bring this about.

Ian Duhig prefaced the reading of his poem with the question: "Is this worth £2,000?" which raised a laugh. There was applause when the finished reading, but I heard no reply to his question.

Gerard Benson

## ARTS

## In Comp

Competition No 102, Report by Seylla. Hymn to the Nativity. This was a popular competition and all but a few of you found it the technical problems of following Milton's metre and rhyme simple to follow (remembering perhaps that even he dropped it, added the odd syllable here and there). Fairly predictably there were two or three stanzas devoted to 1987's Bud News, with the last applauding the Gaid; predictably too you found it tidings easier to write about than the glad, Alanna Blake cleverly avoided this pitfall. Hazel Stanley faced the problem four-square as did D A Price, two of whose stanzas are printed below. Arnold Kellert wrote two very good first stanzas and in one he is shown to be pessimistic. I must point out that in his third he predicted that we shall "transcend / This pagan-Christian blend". E J Elwin is highly commended. £5 for each stanza printed plus £5 extra to Alanna Blake outright winner. A Happy Christmas to all competitors. We look forward to your 1988 entries.

Applingia

This is the month and soon 'twill be the morn  
On which some years ago, one Christmas Day  
My son made up his mind he would be born.  
So when, inspired by Milton, I must say  
What I feel now, maternal thoughts betray  
My sentimental side, not often viewed  
In competition entries where my verse is erude.

The Hymn

In nineteen eighty seven  
A visitant from Heaven  
Would find man's values strangely overturned;  
Stars in the void above  
Signify wars not love  
And millions starve while surplus crops are burned.  
Elected leaders play at gods  
And beat their subjects' backs with self constructed rods.

On this divided Earth  
If there's another Birth  
How will the Lord decide colour or gender?  
In what symbolic place  
Belonging to what race  
Will a Messiah bring his peace for tender?  
He ought to leave us to our fate  
And populate more planets from this starting date

Shining Christ's natal day  
I have a son whose play  
In soul group moves the spirits of the young.  
He struts a boss guitar  
And backs an earthly star;  
Their hymns rise up in erude and modern tongue.

Alanna Blake

When every day we talk of bomb or gun?  
How speak of heavenly love.  
The gift of God above.  
When cops and robbers on TV are fun?  
When murder makes a holiday.  
Then, "Love Thy Neighbour," seems a foolish thing to say.

Yet hope still springs anew.  
Whatever men may do.  
And good can conquer every kind of ill:  
For nothing can efface  
This living fount of grace.  
And Christmas is the children's Christmas still.  
As year by year the tale is told.  
That ends with Kings, and myrrh, and frankincense,  
And gold.

Hazel Stanley

If you believe TV  
This season's jollity  
Is fuelled by commerce and the ad-men's greed:  
Spend, spend the adverts cry.  
Pleasure is what you buy.  
Let whisky drown your spiritual need:  
A grasping season when all loot  
For tawdry gifts is one long trivial pursuit.

But look beyond the screen,  
Beyond the tinselled dream,  
Behind the glittering front the Media's made:  
Those articles ignore  
Tint call it all a chore  
The "Christmas Count-Down" or "The Cook's Parade".  
And seek the Christmas message - Peace,  
Where rat-race images and clangor cannot reach.

D A Price

Hail, festival supreme.  
The pantomime scheme  
Of ancient winter-solstice pagan rites.  
The Saturnalian kiss,  
The Bacchanalian bliss  
Of drowsy days and bright, carousing nights  
And can this brash and earth-bound thing  
Proclaim old Milton's infant God and heavenly King?

The Jesus jumble.  
Messiah's spending spree -  
Thou, Milton, shouldst be living at this hour!  
The self-indulgent zeal,  
The wealth that will not feel  
The pain of luxury millions who'd devour  
Our very Christmas scraps and crumbs,  
While icily kindly screens from sight their alien slums.

Arnold Kellert

Competition No 104, Set by Charyvot  
The Slough Observer is publishing a slim volume of verse,  
In Praise of Slough, to counter John Betjemann's well-known  
poem of hate. One contribution (from the alternative  
independent town) the Jew in Margaret's southern crowd  
No more will poets put you down -  
Please supply up to 16 lines of verse, extolling some other  
city/town/village/country that has been - or could be -  
derided by those seeking only the superficially picturesque.  
No need to keep to the Betjemann model - your verse  
can be in either your own voice or that of any well-known  
poet, alive or dead. Closing date: January 8.



"A Man kneels before Woman in the Courtyard of a Renaissance Palace" by Hendrick van Steenwyck the Younger c1610. From Flemish Paintings by Christopher Brown at the National Gallery. Series which offers the general reader an illustrated guide (50 colour plates in each volume) to all the principal schools represented in the gallery.

Radio  
Chef  
special

Radio Chef was an extraordinary mixture of blatant pornography (to attract German troops) and misinformation. Apparently loyal to Hitler, its presenter (known as Der Chef) could be obscenely critical of individuals such as Hess, as he got about undermining the Germans' own propaganda. Der Chef met his own end when he was "shot" on air - the effect being marred when an engineer accidentally played the same recorded dramatization a second time.

GSI was replaced by Sndaten Sender Cals which purported to come from the German front line. In style it

was years ahead of its time. It transmitted a stream of pop for Tanzi music interrupted only by brief news stories. Apparently true, the latter contained subtle instructions on such matters as how to get yourself discharged from the army or navy.

Full marks to Chilton for making the programme at a time when many IR stations are cutting back on their speech content and when all are being coming subject even more to market place economics. Meanwhile, those who feel that they might want to teach and testing modern languages across the ability range can get a BBC 648 tracks together various training output to northern Europe 1745-2100 to provide a bilingual audio, quelquels en français, et clinal auf Deutsch, and with a clinal auf Deutsch, interesting listening, it is on 648kHz (463 mhz).

David

## True gold

See to be Seen  
Oaklands Youth Theatre, Southampton.

See to be Seen uses narrative, drama and music to trace the true life story of Graham Salmon, from his loss of sight at the age of two, via various schools for the blind and a frustrating search for employment, to this triumphant emergence as a world-reckoning international athlete. It's a remarkable and profoundly moving story of courage and determination, the inspirational essence of which is well captured in a script devised by Mark Wheeler. It abounds with humour and humanity, while steadfastly avoiding all hint of sentimentality.

The undoubted stars of Oaklands Youth Theatre's production are the two vocalists, Herminia Rodriguez and Loretta. Power, who exploit Brian Price's excellent musical score with a confidence and authority that belies their youth. Sadly, though, the actors prove less well equipped to do justice to what is by any standards a very ambitious project. There's an engaging performance by Chris Vaudin as "Chief" Graham, but Deborah Bait and Neil Parker, as Graham's parents, lack the range of poise to convey the emotional intensity of the early part of the story. And too many of the supporting players trample over significant aspects of the text by speaking rather than acting their lines.

The show comes to life when Jason Eames takes over the central role. Shortly before the interval, but Eames is unable to sustain his performance, and by faltering in the latter stages he robs the climax of the piece of at least some of its potential impact. Deanne McAlister, the one member of the company who possesses natural stage presence, which she uses to considerable effect in the role of Marie, Salmon's wife. As a director, Mark Wheeler comes up with some imaginative "production" ideas, but he needs to devote more time to schooling his enthusiastic young cast in basic techniques if *See to be Seen* is to retain the dramatic power that the documentary material so obviously demands.

Mick Martin

When British cinema tires of present realities, it slips into some dim-lit corner of the past. The motive is political. History is not seen as a clue to understanding the present, but as a refuge here, the timeless themes of love and death unfold in a social and political context that can be taken entirely for granted. We have films set in the thirties which are about cars and costumes, films set in the forties which are about childhood and adolescence. One set in the sixties, depression, war and colonialism are painted on to the set. This year, two British films have broken the rules. The first was Bill Douglas's *Comrades*, the second is *Little Dorrit*. Both are exceptional not only in their treatment of history, but also in length: the two parts of *Little Dorrit* last six hours. This disregard for the convention that decrees a 90-minute norm for feature films is anything more than intolerable, it is not wilful eccentricity. Like Bill Douglas, Christine Edzard has something to say and it takes more than an hour-and-a-half to say it.

To begin with, she needs to cover the ground twice. As a love story, the relationship of Arthur Clennam and Little Dorrit involves two points of view as well as two people, and the difference between them is a moral one. Clennam (Derek Jacobi) returns to England after 20 years managing his father's business in China. Benevolent and enterprising, he finds that his efforts are smothered by bureaucracy and his speculations end in disaster.



## Lighting up time

He concludes, in the title of Part One, that it is "Nobody's Fault" and this first film ends with him confronting Amy Dorrit (Sarah Pickering) in the Marshalsea Prison, with a look that is both a declaration of love and an expression of despair.

Part Two, "Little Dorrit's Story", reverses the premise of "Nobody's Fault". It is, she says, "everybody's fault" and this acknowledgement that it is possible to attribute blame is an affirmation of hope. The things that people have done wrong, they can put right: what is needed is a change of heart. And Little Dorrit's version of events does indeed show a subtle change of heart in its perception of the characters, most of all the dominating personality of William Dorrit (Alec Guinness), the tragicomic "Father of the Marshalsea". Neither Arthur nor Amy has any illusions about him, but

he is seen by Arthur as an object of benevolence, by his daughter as an object of love.

This intimate story takes its meaning from the background of Victorian London against which it is played out: the Marshalsea Prison, Bleeding Heart Yard, the insensitive bureaucracy of the Circumlocution Office and the worlds of business enterprise and financial speculation. The attention to detail has nothing to do with style and the characters are fully realised. Guinness, ed by an exceptional cast: joined by Jacob and Pickering are joined by Roshan Seth, Joan Greenwood, Max Wall, Cyril Cusack, Bill Fraser, Eleanor Bron, Michael Elphick, Robert Morley, Patricia Hayes and Miriam Margulies in a gallery of outstanding performances, each contributing to the rounded image of a society set in a particular historical

moment, whatever the underlying parallels with our own time.

*Little Dorrit* is a delight and an education. The photography, the use of Verdi's music to emphasise particular moments in the story, the costumes, the acting, are guided by an intelligent and faithful to Dickens's vision (though without the melodrama). The two parts can, and should, be seen in order on consecutive evenings, and nobody over the age of 14 is likely to find them too long.

Robin Buss

A study guide to the film by Ian Wall is available from Film Education, 37-39 Oxford Street, London W1R 0RE. Above left: Sarah Pickering as Little Dorrit; centre: Patricia Hayes as Amy Dorrit; right: Alec Guinness as William Dorrit.

Snow  
man

Philippa Davidson  
talks to composer  
Howard Blake

signed with Faber in 1983. You will find in *See to be Seen* the only last year did he receive his first Arts Council subsidy, 30 years after starting in the music business.

Nevertheless the Work Book now shows an increasing number of red entries, red being the colour Blake uses for his serious compositions, which include a Concerto for Clarinet and Orchestra written for Then King, and a large scale choral work, *Benedictus*, performed at the Three Choirs Festival and scheduled for five major cathedral performances in 1988.

Blake's true patron is without doubt the commercial world, which he strongly defends. Take the Mother-care commercial, he argues. Where else would you be given the opportunity to write for eight hours? The great composers of the past - Bach, Handel, Mozart - were commercial composers. Following in their tradition Blake sees himself as writing for the people.

The future looks bright for Howard Blake, with eight albums of his music ("something only achieved by Stravinsky") planned with CBS, and a new children's musical, *Grimm's*, the first since *The Snowman*, scheduled for spring. He now employs on assistant to help with orchestration, a job which until recently he always tackled himself. Even successful composers wait for the telephone to ring, but for Howard Blake it never stops.

Howard Blake conducts *The Snowman*, with the Sinfonia of London and Johnny Morris as narrator, at the Barbican on December 29. There are also performances in Nottingham (December 31) and Hull (January 3).



Illustrations from the Easy Piano Picture Book of *The Snowman*, published by Faber (26.95).

## Carolling

Kings College School Christmas Carol at Queen Elizabeth Hall, December 8.

Christmas wouldn't be Christmas without that ethereal solo at the beginning of "Once In Royal Solitude". The trebles of Kings College School, however, seemed as if home with Mike Batt's "Bright Eyes" and Paul Simon's "Bridge over Troubled Water" as the old favourites.

I was less impressed by the full choir. Though their sound could hardly be faulted they seemed to lack a sense of performance, with very few heads raised from copies. Communication with the audience would in any case have been impossible for many of the smaller boys, masked as they were by their taller classmates.

A pity, because musically-speaking, KCS has no reason to hang its head. Vaughan Williams' *Pastoral on Christmas Carols* loses something in its sparser version for organ and cello, despite being enriched on this occasion by Alan Oyle as solo baritone and one of the school's star cellists, Matthew Clark. "Merry Little Christmas", a medley of Christmas songs in lighter vein, didn't always swing quite as it should, but then it is a surprisingly complex piece requiring at one point two four-part choirs to sing the title song and "Deck the Hall" against each other.

In Rutter's "Dancing Day" the choir was joined by harpist Lucy Wakeford, whose exquisite playing added yet another dimension to a well-balanced and varied programme. It is difficult to imagine where choirs would be without the prolific energy of John Rutter, both in his creative writing for voices and instruments, and his inventive arrangements of carols like "The Twelve Days of Christmas".

School instrumentalists Julian Cowling (cello), Nicholas Cartledge (flute) and Christopher Slaski (piano) played, with an excellent sense of ensemble in Weber's Scherzo and Schürer's Klage from the Trio in G minor. There was much to enjoy here. Better direction and more attention to presentation would have sent us all home awestruck.

PD







**Jacquetta Megarry**



The project also had support from four educational authorities in the north-west – Lancashire, Manchester, Stockport and Tameside, each one of which had designated a project school. These schools first received interactive video workstations, videodiscs and software.

Mike Picton was project officer (languages) on the North West Educational Computing Project and Ian Robertson was responsible for the software development. Both are based at the new Interactive Learning Unit at Lancashire Polytechnic.

This package is astonishingly cheap considering its comprehensiveness and ease of use. It will be of excellent service to all sectors from primary pupils with project databases through heavy administrative use.

**This week the BBC will screen the best entries for the Showreel 87 awards for young film makers. Nick Baker talked to the judges**

100



A note of commiseration from cinematographer-panellist Chris Menges (*Killing Fields*, *Empire Strikes Back*). He says his first film was considerably worse than most of the entries to *Showreel '87* that he'd seen.

Until the NEDO report appears last school edition it is worth examining the full version for pointers to the long-grated futures outlined. When today's five-year-old pupils are leaving school many of us will be leaving work: Are you going to leave them to decide on their kind of life you and your fellow pensioners will enjoy?

**Ann Irving,**

*Ann Irving is Deputy Director (the formation) of the Microelectronics Education Support Unit (MESU) and was a member of the NEDO working*

**Carolyn O'Grady listens to views of the famous on education**

TOM O'CONNOR

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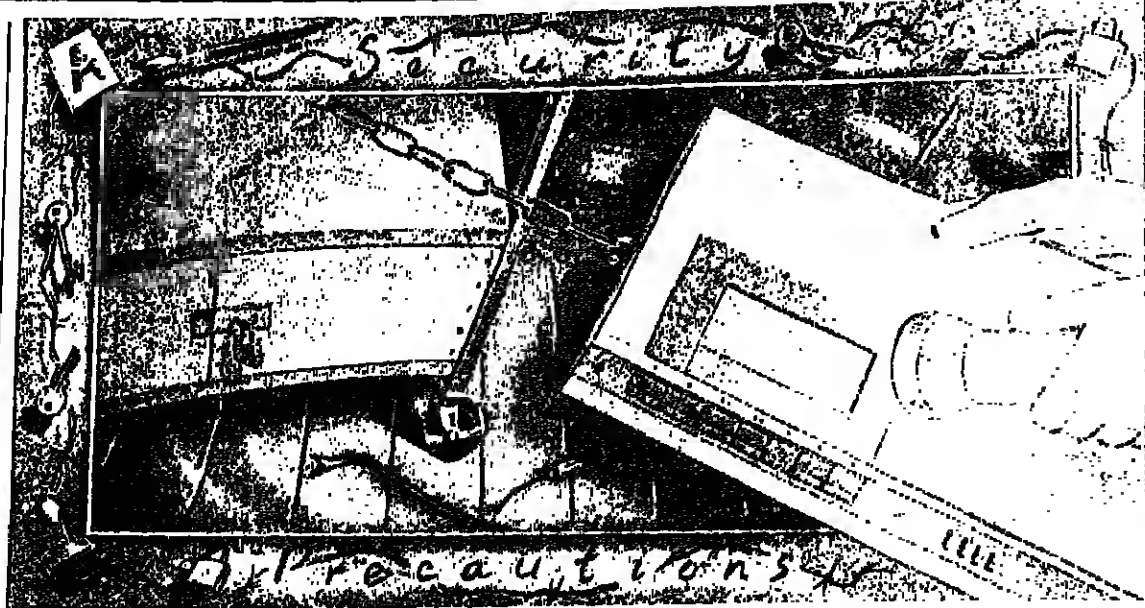
## END PAGE

Some things, like time and learning opportunities, are irreplaceable if they are lost. When a thief steals audio cassette recorders, GCSE students preparing for oral exams or using small recorders in their coursework, may lose essential study opportunities forever. In an infant school, children can lose some of their best thinking because writing is too slow and laborious to capture it, and they depend on talk-on-tape.

The most commonly stolen equipment at present is video recorders, and any VHS cassettes left out normally get taken as well. Losing recorded cassettes can be a disaster for teachers and pupils alike. New machines only cost money. Video and audio cassettes, which may contain hundreds of vital recordings, may not be replaceable at any price.

The things most at risk are machines and accessories that do not look out of place in ordinary homes, and the list lengthens as schools and colleges use more domestic makes and models. Some computers, for example, are getting more attractive to thieves because the same makes and models are being bought for use in schools, homes and small businesses. If your computer has a hard disc, think of all the software, data and pupils' work stored on it that might be lost - especially if you keep your box of back-up floppies in the same room and lose that too. Back-up discs, and masters of video and audio recordings, need special protection. It pays to invest the little time, trouble and money it takes to protect your most vulnerable equipment and software. Even if your i.e.a. replaces stolen equipment, and not all do, and even fewer do it quickly, you cannot afford to lose the other things that money cannot buy.

Thieves who sell their swag prefer to steal equipment when it is new and complete with packing and user guides. Excited children tell the whole neighbourhood about new purchases, the school may put them on view during a parents' evening, and the local newspaper might print a list of all the new equipment. Every thief has this ready-made intelligence network. The first rule is to use all this publicity to make sure that potential thieves also know in advance exactly why there is little to be gained from



## Stop thieves

Nelson Trowbridge offers teachers advice on how to make that equipment less tempting

burgling your school.

Make sure that no thief can steal boxes, packing and new-looking instruction books together with the equipment. Photocopy instruction books and keep the originals (boldly labelled) under lock and key. Get rid of boxes and packing, or if you need to keep them in case you have to return faulty machines to the supplier, store them far away and out of sight.

Without doubt, the most effective thief deterrent action, provided thieves know about it in advance, is to personalize your equipment so that it is everywhere but in your school. Put an infant teacher put large, colourful nursery rhyme and number-bond transfers on the TV receiver, video recorder and computer, and protect each transfer with a coat of clear

varnish which made it impossible to remove.

The school name and/or postal code put on with large stencils can do the trick. Personalization must be obvious, even to a thief posing as a parent looking through the windows on a Sunday afternoon. Another idea is to paint the two sides and top of a TV or monitor with light-coloured, glass paint. Use a new brush, fresh paint and lots of care. Don't paint screw heads, and do not let paint drip through ventilation slots. Personalized equipment can look beautiful - we are not

showing new purchases to children in parents. Personalization should have as much publicity as possible. If repairs are needed later, even during the guarantee period, a personalized case is no problem, especially if your i.e.a. buys lots of equipment from the supplier. The i.e.a.'s supplies officer might even come to an agreement with suppliers on behalf of schools and colleges.

Identification marking, such as engraved names or the use of invisible marks that show under ultra violet light, serve a different purpose and are best regarded as a way to be added to the equipment after it has been stolen. A video recorder can be sold

for a fraction of its original value, but a great deal of a school's AV and computing equipment has to be deployed in scattered locations on the campus and cannot be moved to a special room at the end of each day. A very good compromise for local security is a thick-proof cabinet such as a Hurovanti. These are available in several sizes from Pontiside Ltd (084-248721). A Hurovanti is particularly useful for storing master copies of video and audio recordings, and backup computer discs, that could not be replaced if lost.

Video locking cabinets, which fit on school/industry types of TV trolleys give VC's useful protection, and even cheap screen alarms can scare off inexperienced thieves. It is worthwhile, too, drawing the attention of children and parents to any equipment in the school that cannot be bought in shops - such as Coomber or Ed Goodsell educational/industrial audio equipment. Anyone caught with this must have stolen it.

Depending on local regulations and the conditions of insurance cover, it is also worth remembering that during weekends and holiday periods valuable equipment is safer in teachers' homes than in school. Furthermore, taking equipment home in the winter can reduce maintenance costs by avoiding freezing conditions when the caretaker turns on the heating again. While equipment is in your car, however, keep it out of sight and lock the car doors.

Professional thieves are not the biggest problem, sadly. It is very much more difficult to protect equipment from vandals whose intention is to smash as much as possible. Another social case is the video pirate who will photocopy or security marking, interconnect them to make multiple copies from stolen masters, and then abandon them before moving on. You can't win them all.

## ZIP to the zoo

"Every zoo should have a ZIP Squad," says Malcolm Whitehead, director of education at Twycross Zoo, Twycross, on the borders of Leicestershire and Warwickshire, is a zoo with a good reputation, 80,000 schoolchildren a year visit.

"But people used to rush through," he explains. "We wanted to slow them down, to make them look longer at the animals, and think."

It was not until Leicestershire County Council offered a Manpower Services Commission financial team that Malcolm was able to implement many of his ideas. The Zoo Interpretation Programme (ZIP) Squad is composed of young Community Programme artists, teachers and biologists. Already the squad, in less than two years, has successfully "slowing people down."

"Peek-a-zoo" were the squad's first creations. Viewing tubes, fitted with shoe-box theatre scenery, focus on outdoor enclosures where animals exercise and feed. Giraffes are soon framed in ginsland vegetation; and gorillas are "peeked" at through groves of bamboo.

On the wide wall of the indoor Giraffe House is a 40-foot-long, "hands-on" ZIP-painted mural. It depicts the wildlife of the African plains, and the strong working pairs are manipulated with glee by visiting children. "Turn the savannah banner to make wildebeest emigrate." "Open the doors to see the inside of a termite's nest." "Turn the boards to make the giraffe drink."



Measuring up to a gorilla



Watch the giraffes

Outside the complex which is home to the Twycross western lowland gorilla is a life-size gorilla silhouette with its measurements plainly marked. Children stand up against it and measure themselves, comparing statistics. In the entrance are framed portraits of the occupants beside their family tree. Visitors pause to identify individuals: Joe, Mamie, Bonzo, Eys, Bloddy, and Asante, the latest baby.

Twycross is best known for its successful captive breeding of curious and attractive primates, endangered by habitat destruction in their native

miniforests. This destruction of rain-forest is spelt out to children with the help of a boldly painted "conservation cube" on wheels (like the old ice cream machine). It is a cart picturing rainforest scenes - but with little doors which open outwards to reveal surprises within. "The rainforest is a home; open a door and find out more," reads a caption on one side and, on the other, "The rainforest is the home." Imported household objects made of mahogany or ebony, bottles of medicine and packets of sage, spices and coconuts, butterflies and

beetles; snake skins and bat droppings - each item has a message. "The most dangerous animal in the world," reads the door which opens to reveal - a mirror.

The green machine has plenty of space for leaflets, handouts and information on British conservation issues, with names of societies to join. "Think global - act local."

The ZIP Squad's next venture is to create a miniature rainforest with fruit bats, tree shrews, insects, spiders and other jungle creatures. Education packs and programmes have been

given a refreshing facelift by the squad. Courses for teachers are a regular feature, and some 500 university students arrive each year to carry out behavioural studies. The new guide for the public is enlivened with squid graphics. "Hands-on" labels against enclosures again succeed in making people stop and think.

For further information write to: Malcolm Whitehead, Twycross Zoo, Atherstone, Leicestershire.

Ann Trowbridge

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COMPREHENSIVE SCHOOL  
Chelmsford, Essex. Tel: 0206 73611.  
Required for September 1988. Salary £19,501 currently. S.A.E. to South West Area Education Officer, Cannon Street, Lyminster, Basingstoke, Hants. RG24 8AA for application form and further details. Closing date 8th January 1988.  
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## Other than by Subject Classification

### Main Scale

**NEWHAM**  
LONDON BOROUGH OF NEWHAM  
Newham, London. Tel: 0181 555 5555.  
Required for September 1988. Salary £19,501 currently. S.A.E. to South West Area Education Officer, Cannon Street, Lyminster, Basingstoke, Hants. RG24 8AA for application form and further details. Closing date 8th January 1988.  
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**LONDON**  
SOUTH CHAVEN SCHOOL  
South Chavon, London. Tel: 01937 440000.  
Required for September 1988. Salary £19,501 currently. S.A.E. to South West Area Education Officer, Cannon Street, Lyminster, Basingstoke, Hants. RG24 8AA for application form and further details. Closing date 8th January 1988.  
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## History

### Other Assistants

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## Modern Languages

### Other Assistants

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## Overseas Appointments

### Other Assistants

**BERKSHIRE**  
ST. ANDREW'S SCHOOL  
Reading, Berkshire. Tel: 01359 440000.  
Required for September 1988. Salary £19,501 currently. S.A.E. to South West Area Education Officer, Cannon Street, Lyminster, Basingstoke, Hants. RG24 8AA for application form and further details. Closing date 8th January 1988.  
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## English as a Foreign Language

### Other Assistants

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**Metro Rochdale**  
A LOCAL COUNCIL - BUILDING A FUTURE  
EDUCATION DEPARTMENT  
Demaene County Primary School (3-11 years), Bowness Road, Langley Middleton M24 4NU (Tel 061 643 5024)

**MAIN SCALE PRIMARY**  
Required as soon as possible. Initially to work with a reception infant class, for this Social Priority School.

Applications forms available on receipt of a stamped addressed envelope from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to be returned to the Headteacher at the school not later than 8 January 1988.

STRIVING FOR EQUAL OPPORTUNITIES

**BUCKINGHAMSHIRE COUNTY COUNCIL**  
BUCKINGHAMSHIRE COUNTY COUNCIL  
LONDON ROAD  
Reading, Berkshire. Tel: 01359 440000.  
Required for September 1988. Salary £19,501 currently. S.A.E. to South West Area Education Officer, Cannon Street, Lyminster, Basingstoke, Hants. RG24 8AA for application form and further details. Closing date 8th January 1988.  
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Please deliver a copy of The Times Educational Supplement to me every Friday until further notice.

Name \_\_\_\_\_

Address \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Lincolnshire County Council**

Applications forms and job descriptions are available from the County Personnel Officer, County Offices, Newland, Lincoln LN1 1YL. Tel: (0522) 552221 (24 hours service). Please quote 53332. Closing date: 8th January 1988.



# Lost for words



**'With a poet as Secretary of State . . . we looked for something better in the language of his Bill'**

Harris is repetitively enjoined "as re-  
DALE COUNTY PUBLIC SCHOOLS to secure the  
SCHOOL  
Hale, Fayetteville, Ark. his ugly, meaningless  
N.O.R. 40 APPENDIX

with a long one, but he will make sure that there are no folds in it, no vaguenesses, no parenthetical interruptions of its view as a whole; when he has done it, it won't be a sea-

And arithmetic - number, in the jargon - is not in much better case. My School Certificate (that dates me) maths teacher was a Cambridge Wrangler. But every week

**Extra:** Science

## Extra: Science

86 Sec 17 down  
Solution to puzzle 336

FINE M U E K  
L T R A M P O L I N G  
T O L E R B O W  
T U R N P I K E  
S R C A K H  
S T R I K E T R A G T  
R M P B R E S S  
C A M P U S  
T R A E T  
V E T O R O T S O B A  
I P T A L B  
S H O E S T R I N G L E  
A R Y L A E